



## **Verbal Defense and Influence**

### **Four Day Complete Certified Instructor Course**

The Four Day Complete Certified Instructor course will certify participants as Verbal Defense & Influence instructors. This program is designed for those who want to teach Verbal Defense & Influence within their organization, or for practitioners looking for an immersive learning environment to fully experience our methodology.

Verbal Defense & Influence is a comprehensive approach to human interaction. The principles of Verbal Defense & Influence reduce conflict, generate voluntary compliance, and increase personal safety in all aspects of daily life. This system provides the tools to improve participants' interpersonal skills, develop self-confidence in dealing with others, interact with others effectively, and maintain their physical, mental, and emotional safety even in crisis situations.

This field-proven methodology has been taught worldwide over the last 25+ years in fields as diverse as law enforcement, health care, education, customer service, private security, sales, social services, and corporate businesses.

The Four Day Complete Certified Instructor course is taught using Vistelar Group's proprietary "Emotionally Safe Performance-Driven Instruction" method. Our instructors use experiential, research-based, practice-oriented instructional methods to build participant enthusiasm and skill. This method helps participants develop mastery in applying techniques to concrete situations so they can successfully use our skills today and for the rest of their lives.

#### **Course Benefits:**

By the end of the course, participants will have learned tools and strategies to:

- Respond to interpersonal conflict
- Manage verbal abuse and bullying
- Keep conflict from escalating into confrontations
- Defuse confrontations
- De-escalate violence
- Maintain personal safety
- Build cooperation and collaboration
- Improve customer service skills
- Conduct difficult conversations
- Lower workplace stress levels
- Enhance professionalism
- Teach Verbal Defense & Influence to others



### **Course Objectives:**

By the end of the course, participants will be able to:

- Explain the fundamental elements of the Verbal Defense & Influence system
- List, explain, and describe the personal relevance of the 5 Maxims
- Explain the importance of Being Alert & Decisive, Responding, and Not Reacting
- Discuss and demonstrate techniques to Be Alert & Decisive, Respond, and Not React including Emotional Guards and Proxemics
- Explain and demonstrate the Showtime tactics
- Perform Showtime tactics while demonstrating other Verbal Defense & Influence skills
- Perform a Universal Greeting in a variety of situations
- Explain and perform the Beyond Active Listening tactics
- Use Beyond Active Listening tactics to improve responses in case studies and participants' own experiences
- Perform a variety of Redirections
- Create and perform a script for a Redirection in their professional or personal life
- Explain the elements of the Persuasion Sequence
- Perform a Persuasion Sequence
- Create and perform a script that integrates Redirections into the Persuasion Sequence
- Explain and demonstrate the Closure Principle in a variety of situations
- Identify indicators for When Words Alone Fail
- Develop and practice response tactics for When Words Alone Fail
- Explain the principles of Bystander Mobilization
- Demonstrate the three methods of Ethical Intervention
- Describe pre-intervention and post-intervention actions in order to normalize Ethical Intervention
- Explain the importance of Reviewing & Reporting an incident
- Conduct a post-incident Review & Report
- Develop an action plan using the Review & Report principles
- Present a Peace Story of successful conflict resolution using the Verbal Defense & Influence principles
- Explain key principles of adult learning, including lesson structure, the role of practice, and the importance of experiential learning
- Explain the difference between education and training
- Develop a Verbal Defense & Influence training session for their organization
- Run a training session using Emotionally Safe Performance-Driven Instruction techniques
- Use the Communicating Under Pressure chart to teach Verbal Defense & Influence principles



- Facilitate Verbal Defense & Influence learning activities
- Check trainees for understanding upon completion of learning activities
- Demonstrate the use of a rubric in directing learning activities
- Provide feedback to trainees based on rubrics
- Lead a training debrief session

### **About the Instructors:**

Verbal Defense & Influence was developed and is taught by a nationwide group of experts in a wide variety of fields. This broad-based group brings over 100 years of combined experience in addressing human conflict, with the common goal of reducing the discord and violence that we see and hear in our daily lives.

### **Detailed Learning Objectives**

Revised April 12, 2015

By the end of the VDI Instructor 4-day course, the student should be able to do each of the following:

#### **General**

Explain the need for conflict resolution

Explain what our service to the community is

Uphold the course social contract

*Explain what emotionally safe performance-driven instruction is*

State their personal expectations for the course

#### **Five Maxims**

List the 5 Maxims

Perform a 5 Maxim rap

Explain the concepts of dignity and respect

State the Platinum Rule

Explain the importance of developing peace stories

Present a personal peace story (instructor only)

#### **Be Alert and Decisive; Respond, Don't React**

Explain the importance of having a pre-planned response

Explain the importance of developing best practices

Identify a personal hot button

Perform an emotional guard for a personal hot button

Identify the levels and descriptions of the conditions of awareness spectrum



### **Responsive Proxemics**

Describe the purpose of proxemics  
Demonstrate the “thinker stance”  
Perform the “stop” and “two-handed stop” tactics  
Perform the “guiding hands” tactic  
Demonstrate the “tactical sitting” position

### **“Showtime” Mindset**

Explain the importance of a Showtime mindset  
Perform the “stacking your blocks” procedure  
*Define procedural justice*  
Assess whether procedural justice was achieved in a situation  
Identify peace phrases and anti-peace phrases  
Explain why “tactical profanity” fails  
*Describe the four different levels of verbal intensity and give an example of the appropriate time for each level*  
*Identify ways to improve personal responses to stress*

### **Universal Greeting**

*List the four parts of a complete Universal Greeting*  
Explain how the Universal Greeting establishes a supportive atmosphere

### **Beyond Active Listening**

Explain the four elements of the Vistelar communication model  
List the components of Beyond Active Listening  
Use empathy to identify possible opportunities and risks in a situation  
Ask the appropriate type of questions in order to clarify a situation  
Paraphrase in order to redirect the conversation  
Summarize in order to conclude a segment of the transaction  
Identify the four keys for dealing with someone in crisis

### **Redirections**

Name the kinds of redirections  
Perform a serious deflector  
Use empathy in order to generate a serious deflector (instructor only)  
Transition from a deflector into the next step of the Persuasion Sequence  
Use redirections to enforce the social contract and stop gateway behaviors

### **Persuasion Sequence**

Explain the GVC 3.0 concept  
Apply the Greed Principle to identify positive and negative options in a situation



Perform the persuasion sequence script  
Create a persuasion sequence script for a common encounter (instructor only)  
Use the close down sequence in persuasion sequence  
Perform the full initial contact sequence

### **When Words Alone Fail**

Identify the two indicators that words alone have failed  
Explain why posturing alone does not indicate that words alone have failed  
*Explain the Fighting Words doctrine*  
Describe a When Words Alone Fail procedure for your discipline  
State the criteria for a technique to be justifiable

### **Bystander Mobilization**

State the two reasons why bystanders typically do not intervene  
Describe when professionals have a duty to intervene  
List the three methods for ethical intervention  
Demonstrate a tap-out procedure  
Develop direct and indirect intervention options (instructor only)

### **Review & Report**

Explain the closure principle  
Explain the purpose of debriefing  
Use VDI language to describe your actions and decision-making procedure  
Use a debrief in order to improve best practices  
State why video may not tell the whole story of an incident  
Develop an action plan for incorporating VDI principles in your organization

### **Instructor**

Explain the distinction between education and training  
*Explain the role of activities, practice, and the stretch zone in adult learning*  
*Describe Performance-Driven Instruction*  
Teach VDI content using the Communicating under Pressure chart  
Use the language of VDI correctly in explaining concepts to students  
*Give directions for at least two Performance-Driven Instruction activities*  
Lead a training debrief session